



# CCSS Prep Grade 4 English Language Arts

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# **Reading Standards for Literature Part I**

# PET DAY

- 1 Krystal was excited. She met her friends, Amanda and Ryan, walking to school.
- 2 “What pet are you going to bring to Pet Day?” she asked them.
- 3 “I’m bringing my cat, Fluffy,” replied Amanda.
- 4 “I’m coming with Prince, my dog,” answered Ryan.
- 5 Amanda asked, “Krystal, what are you bringing?”
- 6 Grinning from ear to ear, Krystal eagerly replied, “I’m going to bring my pet turtle, Snappy. He’s the best pet in our class!”
- 7 The children walked into their room as the teacher, Ms. Johnson, called the class to attention. “Today we will talk about Pet Day,” she said. “We need to plan together so all of you have a chance to show the pet you have selected to bring to school.”
- 8 The boys and girls helped Ms. Johnson make a list. Ryan suggested the students bring their pets with them to school in the morning. Amanda thought it would be a good idea for each animal to have a nametag. Krystal mentioned that dogs and cats should probably be kept on a leash. Ms. Johnson wrote all the ideas on the board.
- 9 “Good ideas,” said Ms. Johnson.
- 10 Next, the class helped Ms. Johnson prepare a program for the day.
- 11 “When will we eat lunch?” asked David.
- 12 “What about our speeches? How long will we have to speak?” Ryan asked.
- 13 “When will Dr. Jones, our guest speaker, get to speak about taking care of our pets?” added Bonnie.
- 14 “Don’t worry, boys and girls. There will be time for everything,” replied Ms. Johnson. As the children spoke, she copied their ideas on a big chart for all to see.

15 “We received a letter from Dr. Jones telling us that he will be able to come to Pet Day. Let me read it to you,” said Ms. Johnson.

Dear Ms. Johnson’s class,

16 Thank you for your letter inviting me to speak at Pet Day. I would like very much to come and speak at Pet Day on Monday, October 17th. Would 12:30 p.m. be a good time for me to come and make a short presentation about pets and how to care for them? Thank you for inviting me to come early for lunch. I will be there.

17 I will have my assistant call Ms. Johnson the Friday before to give her a pre-view of my speech and to make sure everything is still okay for me to come. Thank you so much for inviting me. I look forward to seeing you all.

Sincerely,  
Dr. Jones

18 When she finished, Ms. Johnson turned and said to the class, “Please remember, boys and girls: take care of your pets, entertain your parents, and most of all have fun!”

### PET DAY PROGRAM OF EVENTS

8:00 a.m.:	Pets arrive
8:30:	Set up pet displays and practice speeches
9:00:	Parents arrive
9:30:	Opening by Mr. Albertson, the principal
10:00:	Pet speeches
11:30:	Lunch
12:30 p.m.:	Special guest speaker—Dr. Jones, animal doctor
1:30:	Prizes
2:00:	Treats
2:45:	Leave for home with pets

1. Which word means the same as selected in paragraph 7?

- A carried
- B hurried
- C picked
- D waited

2. What happened after Ms. Johnson finished writing on a big chart?

- A Ms. Johnson talked to the class.
- B Dr. Jones handed out treats to the class.
- C Ms. Johnson invited the parents to Pet Day.
- D Mr. Albertson spoke to the class about Pet Day.

3. How are Mr. Albertson and Dr. Jones alike?

- A They both receive prizes.
- B They both speak at Pet Day.
- C They both work at the school.
- D They both bring pets to Pet Day.

Read the first sentence of the summary below.

**Summary of “Pet Day”**

Students in Ms. Johnson’s class meet and talk about Pet Day. . . .

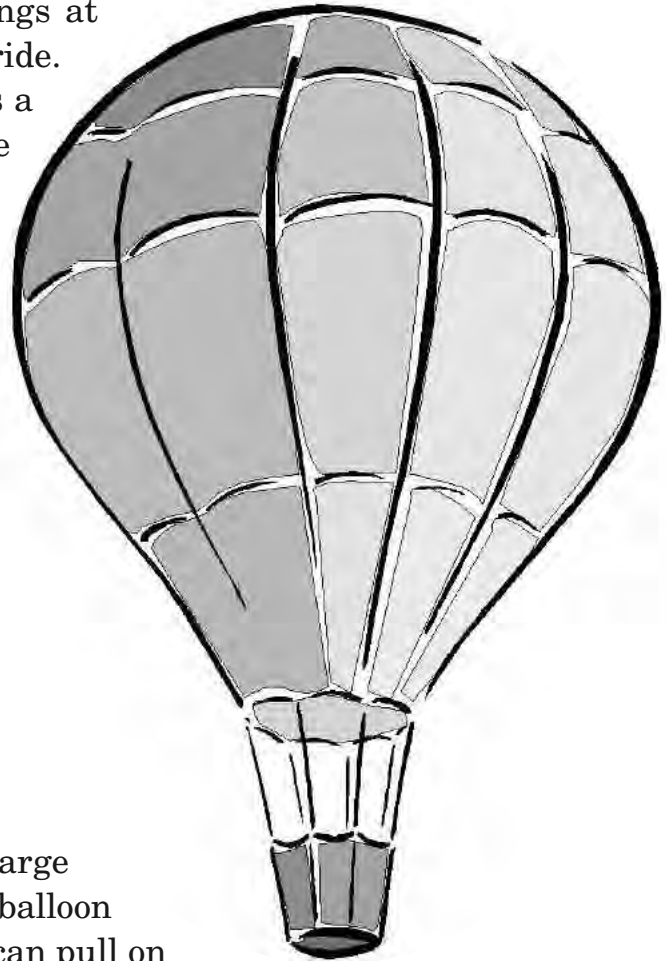
4. Which of the following completes the summary?

- A They walk to school and help Ms. Johnson plan for the special day.
- B They get to school and make a list of what the day will include.
- C At school, the teacher tells the students which pets they are to bring. Then Ms. Johnson makes a list of what to bring.
- D When they arrive at school, the students make a list of what will happen and at what times. After talking about the speaker, they make a list of what to do.

5. Which sentence from the story shows that the children are interested in Pet Day?
- A “When will we eat lunch?” asked David.
  - B She met her friends, Amanda and Ryan, walking to school.
  - C The boys and girls helped Ms. Johnson make a list.
  - D “Take care of your pets, entertain your parents, and, most of all have fun!”
6. Dr. Jones wrote his letter to
- A tell the class about how to take care of pets.
  - B let the class know that he would be able to come and speak.
  - C ask the class what he needed to bring for his speech.
  - D suggest to the class a different time for his visit.
7. After sending the letter to Ms. Johnson’s class, Dr. Jones probably
- A reminded his assistant to call Ms. Johnson before Pet Day.
  - B called Ms. Johnson to tell her he was coming to Pet Day.
  - C met with Ms. Johnson to tell her about the speech.
  - D told his assistant to get lunch for Ms. Johnson.
8. In paragraph 17, what do the letters “pre-” mean in preview?
- A again
  - B before
  - C for
  - D not

# A RIDE ON THE WIND

- 1 A giant shadow rests on the early morning dew of an open meadow. Slowly and deliberately, the shadow rises overhead, drifting quietly, riding the wind. The dark shadow belongs to a hot-air balloon out in the sunlight.
- 2 Taller than a six-story building, the balloon is topped by a colored fabric part called an “envelope.” A large wicker basket hangs at the bottom where passengers can ride. Attached to the top of the basket is a propane burner. The air inside the balloon is heated by turning on the burner.
- 3 Hot air is lighter than colder air, so the balloon rises. This allows it to fly. Once the balloon is in the air, it rides wherever the wind blows. The pilot of the balloon can control how high or low it flies by turning a valve on the burner on or off. The pilot gets the balloon to rise by turning on the burner. This heats the air inside and the balloon rises.
- 4 At the top of the envelope is a large opening. This is called a vent. If the balloon begins to rise too quickly, the pilot can pull on a rope tied to the vent. The vent opens. Hot air rushes out and the balloon ascends more slowly.
- 5 The pilot lowers the balloon by turning off the burner. The air inside the balloon cools. The balloon sinks toward the ground.
- 6 The end of the flight is near. The pilot looks for a place to land with no buildings or power lines. The balloon settles down with a soft and gentle landing.





# DIARY OF A BALLOON PILOT

- 7 **October 1st—4:00 a.m.** I rise before dawn today to get a good early start in preparation for my trip across part of central Texas and the Hill Country. The sky is just as I had hoped. A bright full moon greets me as I pull onto the highway. Amy and James meet me at Mr. Jackson’s meadow. We pull out the balloon, its basket, and all of the equipment from the trailer. James fires up the burner and *Big Blue* gracefully floats above its ground line. I take off right on schedule at 8:00 a.m. The breeze takes me west at about seven miles per hour. The view is spectacular. I can see the Austin skyline in the distance with the dome of the capitol in plain sight. Amy and James drive off, pulling the equipment trailer. They will meet me when I land. I check my cell phone. It is fully charged.
- 8 **9:00 a.m.** I have been up for about an hour and am just crossing over Round Rock. My equipment is working just great. If conditions hold, I should be able to get as far as Marble Falls. I would like to land near the lake out there. Everything looks clear up here today. The rain from a couple of days ago must have cleaned the air. I am really excited about the photographs I have been able to take. Amy’s suggestion about bringing along my zoom lens will hopefully help me get some good close shots of the landscape across the Hill Country.
- 9 **12:00 p.m.** Lunchtime. I am feasting on ham-and-cheese sandwiches. I am on my ninth roll of film and am looking forward to the afternoon. I hope to get good pictures of the Colorado River and try to follow its path through the rolling hills west of Austin. The winds are getting stronger as they blow toward the west. I am turning on the burner for a long burn to rise even higher in hopes of finding a slower breeze. I am in luck. The breeze is a bit slower higher up. I level off and begin taking pictures.
- 10 **2:00 p.m.** I am beginning to run low on fuel and will have to start looking for a place to land soon.
- 11 **4:00 p.m.** I do not have enough fuel to make it to Marble Falls. I am going to try to land. I call Amy to let them know. They will find me when I land. I look for an open field near a road with no power lines or trees. A big pasture full of cows comes into view. A county road runs alongside. This spot looks good. I pull on the vent rope and the balloon slowly descends. Just as I am about to land, a sudden gust of wind pushes the balloon down and I land with a hard jolt. Everything is fine. Only my nerves are rattled. Amy and James haven’t arrived yet, but I am greeted by the low soft “moo” from about twenty-five grazing cows.
1. Which word means the same as ascends in paragraph 4?

- A behaves
  - B climbs
  - C flows
  - D hurries
2. Which sentence **best** tells what “A Ride on the Wind” is about?
- A People like to fly in hot-air balloons.
  - B A hot-air balloon travels where its pilot takes it.
  - C A hot-air balloon flies by heating and cooling air.
  - D People travel all over the country in hot-air balloons.
3. Why did the author write “A Ride on the Wind”?
- A to show how to take care of a hot-air balloon
  - B to explain why a hot-air balloon is able to fly
  - C to teach the reader to be safe in a hot-air balloon
  - D to tell the reader about a trip in a hot-air balloon
4. The most likely purpose of the ground line on a hot-air balloon is to
- A tie the balloon to the basket.
  - B help the balloon fly smoothly.
  - C keep the balloon from leaving too soon.
  - D pull open the top air vent while in flight.
5. When the balloon pilot pulls on a rope tied to the vent, the balloon
- A rises more slowly.
  - B sinks to the ground.
  - C rides where the wind blows.
  - D sits up on an open meadow.
6. The hot-air balloon pilot looks for a field that has no power lines or trees because he
- A wants to land safely.
  - B knows it will be easier for Amy to find him.
  - C realizes that there will be fewer people around.
  - D needs to make sure he lands close to a road.

7. Most of the diary takes place
- A in a car.
  - B in a balloon.
  - C on the ground.
  - D on the highway.
8. Think about both passages. In both the diary and the article, a balloon
- A takes off from a meadow.
  - B lands with a gentle touch.
  - C is followed by a helper team.
  - D ends up in a field of cows.
9. To find information about parts of a hot-air balloon, you would read
- A paragraph 5 in “A Ride on the Wind.”
  - B paragraph 2 in “A Ride on the Wind.”
  - C paragraph 8 in “Diary of a Balloon Pilot.”
  - D paragraph 11 in “Diary of a Balloon Pilot.”

1. How should the sentences below BEST be combined?

The boy thought the fence was too high.

The boy thought the baseball wouldn't clear the fence.

- A. The boy thought the fence was too high and the baseball wouldn't clear the fence.
- B. The boy thought the baseball wasn't clearing the fence.
- C. The boy thought the fence was too high for the baseball to clear.
- D. The clear fence was too high for the baseball.

*Use the thesaurus entry below to find a word that could be substituted for the underlined word in question 2.*

**cereal:** corn, seed, small grain  
**certain:** positive, assured, sure  
**certificate:** voucher, license, diploma

2. John was sure he had the correct answer to the question.
- A. positive
  - B. small grain
  - C. certificate
  - D. license

3. Which form of the verb BEST fills in the blank in the sentence below?

Delicate flowers are \_\_\_\_\_ where it is warm.

- A. growed
- B. grow
- C. grown
- D. grows

*Use the paragraph below to answer question 4.*

<sup>1</sup>Gary thought he had lots of time to complete his assignment. <sup>2</sup>He had taken notes. <sup>3</sup>Pen and paper. <sup>4</sup>But, he was tired and fell asleep.

4. Which sentence in the paragraph above is a fragment?
- A. sentence 1
  - B. sentence 2
  - C. sentence 3
  - D. sentence 4

5. Which sentence below is written correctly?
- A. Warren dog wanted to go for a walk.
  - B. Warren's dog wanted to go for a walk.
  - C. Warrens dog wanted to go for a walk.
  - D. Warrens' dog wanted to go for a walk.

Use the sentences below to answer question 6.

<sup>1</sup>When Don looked at his report card, he broke out in a big grin. <sup>2</sup>This was the day report cards were given out. <sup>3</sup>Don was very nervous about going to school today. <sup>4</sup>If he continued getting good grades, he would make the honor roll.

6. What would be the correct order of the sentences above?
- A. 3, 1, 2, 4
  - B. 4, 1, 2, 3
  - C. 3, 2, 4, 1
  - D. 1, 3, 4, 2

7. What is the compound subject of the sentence below?

Sarah and Julie hurried to school to get there before the bell rang.

- A. school, bell
  - B. hurried, get
  - C. before, rang
  - D. Sarah, Julie
8. The word *bonanza* can be found between what two guidewords in the dictionary?
- A. between *boil* and *boisterous*
  - B. between *bomb* and *bond*
  - C. between *bolt* and *bombard*
  - D. between *bold* and *bona fide*
9. What does the underlined word *them* stand for in the sentence below?

The Willow Brook team took baseballs, bats, gloves, and uniforms with them to the game.

- A. the team
- B. the baseballs
- C. the uniforms
- D. the game

Read the poem, "The Land Away from Pain." You will be asked to write a story describing an event relating to the poem.

## THE LAND AWAY FROM PAIN

*by Robert Louis Stevenson*

When I was sick and lay abed,  
I had two pillows at my head,  
And all my toys beside me lay  
To keep me happy all the day.

And sometimes for an hour or so  
I watched my leaden soldiers go,  
With different uniforms and drills,  
Among the bedclothes, through the  
hills;

And sometimes sent my ships in fleets  
All up and down among the sheets;  
Or brought my trees and houses out,  
And planted cities all about.

I was the giant great and still  
That sits upon the pillow hill,  
And sees before him, dale and plain,  
The pleasant land away from pain.



## WRITING TASK 4

Write about a time when you used your imagination to cope with a difficult situation. Include these points in your story:

- Where were you and what was the difficulty you were experiencing?
- How did being in this difficult situation make you feel?
- Why did you use your imagination in response to the difficult situation? What did you imagine?
- Who or what around you became part of your imaginings?
- How did using your imagination help get you through this difficult time? Would you ever use your imagination to help you again?

You may use the space on pages 260 and 261 to plan out your story. Create a Venn diagram, jot down some notes, make a brief outline, or design a web. Then, on pages 262 and 263, use the lines provided to write your story. The following are some rules to follow to help you to write your very best story.

### **A GOOD WRITER:**

- stays on topic;
- uses details to support ideas;
- uses a good opening and a good closing sentence or paragraph;
- checks spelling, punctuation, and capitalization;
- makes the writing neat and easy to read;
- chooses interesting and descriptive words;
- uses different kinds of sentences; and
- writes in a well-organized way.

*Remember this list as you write your story. When you finish, check this list against what you have written to make sure your writing is the best it can be.*

*Use the space provided on these pages to plan out your writing strategy.*



*Use the space provided on these pages to plan out your writing strategy.*



A series of horizontal lines spanning the width of the page, typical of a ruled notebook page.